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CREATIVE ACTIVITY OF STUDENTS OF TYUMEN UNIVERSITIES

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Abstract. Preparation of experts corresponding needs of a modern employer requires a reorientation of higher education system with traditional teaching methods, based on a teaching of finished professional knowledge and skills, also on the methods of contributing to the development of creative potential of students. This article presents the results of a survey of students in Tyumen universities, which results accomplished a comparison of motivation indicators, values and self-esteem of creative qualities of students' personality with indicators of their creative activity. As a result, authors identified three social types of students with different levels of creative activity.

Keywords: creation; creative potential of students; creative activity of students.

The problem of creation and creative realization of a personality is one of the fundamental problems of human sciences. The problem of creativity and creative realization of personality is one of the fundamental problems related to all areas of human studies. It penetrates a wide range of sciences (sociology, management, philosophy, history, psychology, pedagogy, genetics, physiology, economics and ergonomics), so, based on the specifics of a particular branch of science, the concept of "creativity", "creative potential", "creative activity" acquire a different meaning.

The nineties of the XX century are characterized by a systemic-activity, personality-oriented and synergetic approach to the process of education and issue of development of creativity, including students within the educational institution.

At this time, there is the active use of the concept of "creativity" in the scientific literature. This concept isn't detected in dictionaries and encyclopedias, except in the Encyclopedia of vocational education where the creative potential of the individual is defined as "a holistic set of activities and abilities of other personal qualities



necessary for active and competent participation in enrichment activities available social experience” [11]. It is also outline key elements of creativity:

1. Worldview determines the direction of the mind, will and emotions to find new approaches and solutions;
2. High level of competence from currently executed actually;
3. Ability to use heuristic potential of scientific knowledge, taking into account the specific circumstances of the problem situation.

Characteristics inherent in any creativity mind such as novelty and social significance of its products becomes relevant [1–3]. For example, considering the creative personality as a social phenomenon, O. V. Afanasyeva understands by creative potential of a specialist one’s limit possibilities for the creation of socially relevant innovations that significantly improve the efficiency level developed in the field of knowledge and technology. Objectively evaluate the creative potential of a specialist is possible through "utility" for society created by the individual innovations [4].

Working on the problem of creative potential of university students, T. A. Salamatova sees it with three positions: in contingency plan with creative human potential, when life and personal mastery and individual essence of human is defined as the creation of a field; in the context of age-related challenges faced by students when the field of youth is the time, that imply acquisition of a unique personal quality as an identity; and in terms of originality of pedagogical knowledge when creativity of student

in touch with the knowledge of oneself in different ages, different activities in different human communities based on their life experiences [6].

Effective way of implementation and development of creative potential of students, according to T. I. Torgashina is a scientific research that promotes incorporation in creative activities with the aim knowing subjectively or objectively new facts, using the theory of scientific research [7].

Under the creative potential of personality T. I. Torgashina understands integrative quality of the person, reflecting in the best way of the feasibility of its creative forces, and its structure is the unity and interdependence of motivational and personal, intellectual and substantive and procedural components of the activity. The leading elements of these components are the motives of the research activities, research knowledge, research skills, independence and efficiency of research activities [7].

Thus, creativity is a complex multi-level process where person acts as the creator, who aimed at the transformation of society, of the world and the person as acting subject of the society; whose main characteristics are innovation, individual uniqueness and social relevance [8–10].

At the same time, social importance of creativity should not be seen from the perspective of the importance of particular final product of creative activity of people, particularly students, and from the perspective of the importance of their participation in creative activities for self-discovery, achievements of educational excel-



lence, development of creative thinking and generally improvement of organizational and cultural environment of university [5].

This approach involves more important, in the opinion of authors, spheres of public life, namely education of a new generation of a qualitatively different level. In particular, it is safe to assume that the creative development of young professionals will give better results of work, will make unconventional decisions in difficult professional situations, will be able to manage the process of organizing their vital activity.

Diagnosis of creative activity of students was conducted by questionnaire among students of three universities of Tyumen: Tyumen State University (TSU), Tyumen State Oil and Gas University (TSOGU) and Tyumen State University of Civil Engineering (TSUCE) (Table 1). According to the survey it was accomplished a comparison of motivation indicators, values and self-esteem of creative qualities of students' personality with indicators of their creative activity which has allowed to identify three social types of students with different levels of creative activity.

Table 1

Indicators of calculating of total sample

Number of students, thousands of people		Percentage, %	Volume of subsample, people
TSOGU	46	55.4	238
TSU	26	31.3	135
TSA	11.5	13.3	57
Total	83	100.0	430

The survey showed that among value orientations of Tyumen students the highest rating was received by value of "family welfare" (4.56 points).

Second place was taken by value of "interesting and varied work" scored 4.52 points (Table 2).



Table 2

Valuable orientations of students in Tyumen universities

Values	Average score	Rank by importance
Family welfare	4.56	1
Interesting and varied work	4.52	2
Health	4.40	3
Freedom in making decisions	4.27	4
Love	4.06	5
Life without conflicts, in harmony with oneself and people around	3.90	6
Personal safety	3.90	6
Much money	3.84	7
Creativity	3.52	8
To be leader everywhere	3.51	9
Stability and respect of traditions	3.41	10
Life and work full of risks	3.25	11
Fame and popularity	3.07	12
Not difficult job	2.97	13

Value of the health is in the third place (score 4.4). Fourth place belong to «freedom in making decisions», which is an indicator of creative potential of a personality. Such values as “love”, “life without conflicts, in harmony with oneself and people around”, “much money” is on average position compared to all other values (respectively 5, 6 and 7 places)

It should be noted that the position “creativity” was on the 9th place on the importance. Its average score is 3.52 and only 0.01 points ahead the value “to be leader everywhere”. However, it is surprising that two essentially similar values «to be leader everywhere» (score 3.51) and «fame and popularity» (score 3.07) have a 2-position gap. There has been some contradiction in assessment of stu-

dents, as it is obvious that a focus on leadership in any activities (educational, professional, etc.) can lead to significant results in it and, consequently, to the possibility to be famous. This fact shows that students don't feel interconnection between values.

Among students only 26.5 % take part in cultural events organized by universities, most don't do it regularly. Approximately the same number of students (26 %) takes part in periodic scientific activity of the university (participation in training sessions, conferences, research projects). Currently only 13.2 % of respondents regularly attend acting at universities clubs, optional classes in scientific and artistic creativity of students as well as sports clubs. It should be noted that creative activity of students in universities is



slightly higher as 17.6 % of students regularly visit sections, clubs and electives. Obtained data allows the conclu-

sion of extremely low creative activity of students in Tyumen universities (Table 3).

Table 3

Indicators of creative activity of students in universities in Tyumen

п/п	Indicator	The distribution of students' answers among universities, %			Total,%	
		TSOGU	TSU	TSUCE		
1.	Take part in cultural activities of university	Regularly	3.9	2.6	1.9	8.4
		Periodically	7.1	5.3	5.9	18.3
		Don't participate	22.3	25.4	25.5	73.2
2.	Take part in a student independent activity	Regularly	4.9	4.1	3.3	12.3
		Periodically	2.3	1.3	0.9	4.5
		Don't participate	26.1	27.9	29.1	83.2
3.	Take part in scientific research work of university	Regularly	1.8	1.6	1.4	4.8
		Periodically	7.4	7.1	6.7	21.2
		Don't participate	24.1	24.6	25.3	74.0
4.	Regularly attend clubs, sections, workshops, electives within university	Regularly	5.8	3.9	3.5	13.2
		Periodically	8.9	6.5	5.9	21.3
		Don't participate	18.6	22.9	23.9	65.5
5.	Regularly attend clubs, sections, workshops, electives outside university	Regularly	6.4	4.3	6.9	17.6
		Periodically	3.9	5.2	3.4	12.5
		Don't participate	23.0	23.8	23.0	69.9

At the same time a leading position in manifestation of creative activity of students takes TSOGU. Second and third places belongs to Tyumen State University and Tyumen State University of Civil Engineering. According to the authors, this is due to a more developed organizational culture of the university.

Comparison of the results of a poll allowed to allocate three social types

of students with different levels of creative activity:

- students with high level of creative activity (20.5 % of respondents);
- students with average level of creative activity (24.4 % of respondents);
- students with low level of creative activity (55.1 % of respondents).

The first group includes students regularly and long engaged in at least one form of creative activity (without



separation into research activities, art and others scope of application).

Studies of professional motivation in this group of students led to the conclusion that realization of creative potential of these motives contribute to the choice of their future professional activity (in descending order of popularity among this group of students)

- interest to profession (average score is 4.68 in the group, total sample 4.47);

- desire to improve themselves (average score is 4.42, total sample 4.33);

- creative content of profession (average score is 4.14, total sample 3.45).

Analysis of the motives of choice of profession among students, who lead an active creative life at the university, allows to select two leading motives: higher professional (academic) interest and desire for self-realization.

Among the valuable orientations of students of this group dominates:

- striving for superiority in all areas;

- family well-being;

- desire to have an interesting and diverse job.

The desire of students for creativity takes place only 7 (in the total group of respondents takes 8th place) in the ranking, reflecting pragmatic approach of modern students for creative activity as not creativity for creativity, but creativity as a way of realization of career and personal development plans.

Analyzing compliance of self-assessment of students to the desired level of a creative person's identity, it can be concluded that this group of students shows high self-esteem.

In the second group (students with an average level of creative activity (24.4 %)) authors referred students engaged in creative work irregularly, or participating in one-time, non-recurrent events (festivals, contests, competitions, intellectual games, etc.).

Comparing the responses of this group of students, which characterize the degree of professional motivation, authors identified following reasons for students' activities (in descending order):

- interest to the profession (average score is 4.53 in the group, total sample 4.47);

- desire to get higher education (average score is 4.23 in the group, total sample 3.88);

- desire to improve themselves (4.21, total sample 4.33).

Comparing detected ranking motives with motives of the previous group of students shows that students are engaged in creative work periodically, not systematically, they don't care about self-improvement and creative work. They are focused on the prestige of education rather than on career.

Analysis of value orientations inside the group confirms this conclusion and ratings (the first three places in descending order) are distributed as follows:

- interesting job (average score is 4.,59, total sample 4.52);

- health (average score is 4.52, total sample 4.40);

- family well-being (average score is 4.42, total sample 4.56).

As can be seen from the data, this group of respondents puts in the first



place their career, still prefers its parameters such as interest in work but not leadership, fame and prestige.

Describing the third group, which includes students who don't participate in creative life of university (55.1 %), it is possible to note the following things.

Significant disproportions in academic performance of this student group was not revealed.

Evaluation of motives for choosing the profession showed that they don't differ much from the average sample rates. Ranking of the three most popular motives is shown below:

- interest to the profession (average score is 4.42 total sample 4.47);
- having ability to profession (average score is 4.36, total sample 4.23);
- desire to realize themselves as a person (average score is 4.26, total sample 4.20).

At the same time, desire and target installing of this group is more focused on family well-being, health and sufficiency in the family, compared to the average sample. This clearly describes three most popular responses (distributed by level of decreasing popularity):

- family well-being (average in group 4.68 compared to total sample 4.56);
- health (4.58 compared to total sample в 4.40);
- interesting job (4.32 compared to total sample 4.52).

It was found that in this group relatively high places were taken by such value orientations as quiet job (8th place instead of 13th in overall ranking), personal safety (4th place instead of the 6th in overall ranking), stability

and respect for traditions (7th place instead of the 10th in overall ranking).

Thus, a group of students, characterized by their low creativity, burdened with personal, family problems, reducing creative activity of students.

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